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Development of Website-Based Traditional Games as an Introduction to Local Culture for Early Age Children

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Abstract
This research aims to develop traditional website-based games for early childhood. The research is ADDIE model R&D research. The subjects of this research were 2 expert validators and 30 teachers from 30 PAUD institutions in Indonesia. Data collection techniques use questionnaires. The research results are based on validation by experts with a score. The validation instrument consists of material aspects and also ease of use, the assessment score range uses a Likert scale of 1-4, and the results of the validation carried out regarding the content on the website get a score of 3.86 means that in terms of material on the website it is suitable for AUD and from the aspect of convenience it gets a score of 3.90 which means very good and easy to use. The research results were based on results from users from 30 PAUD teachers from 30 PAUD institutions in Indonesia. The score obtained was that learning was following children's theories; 36.4% answered good, and 63.6% very good.

Keywords: *early childhood; traditional games; website; PAUD*

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Introduction
Early Childhood Education (PAUD) is a level of education that accommodates ages 0 to 6 years. One of the goals of PAUD is to develop aspects of children, namely cognitive, language, religious and moral values, physical motor, social emotional and artistic. In achieving its goals, PAUD institutions provide education using various learning methods, one of which is through traditional games.

Traditional games are a local cultural heritage that has been played since ancient times. Traditional games are able to stimulate various aspects of children's development. As part of education, teachers should introduce children to traditional games. There are various types of traditional games ranging from thinking, singing, and dexterity. Traditional games are proven

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to be full of meaning and positive values to shape children's character as the nation's next generation(Adi et al., 2020).

Traditional games are cultural products that have great value for children in the context of fantasy, recreation, exercise, and as a means of practicing polite and skilled living in society.(Sujarno, 2010). Traditional games are part of a culture, each era or period has its own game patterns. The game developed along with the development of local community culture(Sumitra & Gumilar, 2017). Forms of play emerge and develop due to the creativity of local communities(Qomariah & Hamidah, 2022).

Traditional games are essentially game activities that grow and develop in certain areas, which are full of cultural values and community life values, taught from one generation to the next.(Kurniati, 2016). Traditional games are generally understood for their long standing, passed down from generation to generation and characterized by the simplicity of their materials. This, in turn, influences pedagogical practices where children and materials coexist and influence each other in the learning process(Yuniasih et al., 2023).

Traditional games can be a means of developing and practicing children's social skills(Marwany, 2022). Traditional games have a role in stimulating early childhood development such as physical-mythical, cognitive, social-emotional and language. Apart from the relationship between traditional games and child development. Traditional games have a role in internalizing children's character(Witasari & Wiyani, 2020). Traditional games played by children, both in the context of home and school, will be able to form the characters of honesty, sportsmanship, persistence and mutual cooperation in young children. Traditional games practiced by early childhood will be able to instill cooperative behavior that is formed through communication, interaction, deliberation, sharing ideas, decision making, listening, willingness to change and exchanging ideas or thoughts contained in early childhood games.(Aqobah, QJ, Ali, M., Decheline, G., & Raharja, 2020a).

In reality, currently the existence of traditional games is starting to be eroded by cultural developments. Some children are no longer familiar with these games, and are busy with virtual games which cause their bodies to become passive. Some children just stay at home to play games on their smartphones(Nur & Asdana, 2020).

There are several factors why traditional games no longer exist among children, namely the lack of facilities and places to play traditional games (Yana et al., 2021). There are several permanent traditional ones that must be played in the yard or in a large area (Hariyanto, 2021). Technological factors also influence the elimination of traditional games with the increasingly advanced development of modern technology in the form of smartphones or gadgets it can make children like playing today's games because they are easier to obtain and are provided by parents (Anna et al., 2021). Technological developments can also be used to reach children's interests so that they can preserve traditional games (Binardo, 2021). The media used displays designs that suit children's characters so that they can attract children's interest in knowing about traditional games, as well as making information media that is fun and easy to understand, which is implemented on digital platforms (Novendri, 2019).

Methodology

The research method used is Dick and Carry (1996), where there are five stages of R&D research, namely Analysis, Design, Development, Implementation, and Evaluation (ADDIE). ADDIE procedures included the **Figure 1** are development activities. The subjects in this research were PAUD teachers consisting of 30 subjects from PAUD institutions in Indonesia and 2 expert lecturers as validators. The data collection technique in this research uses a questionnaire distributed via Google Forms.

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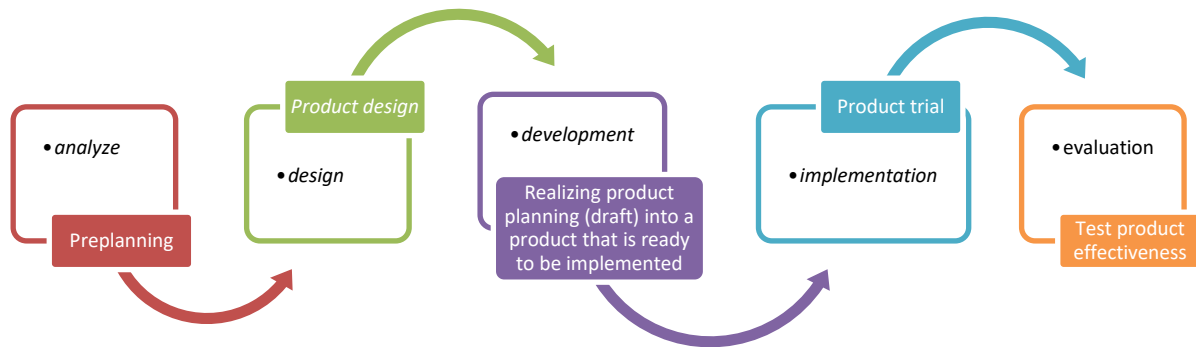
Figure 1. Stages of Product Development Adaptation of the ADDIE Model

Results and Discussion

The resulting media is website-based media that can be accessed openly by users. This website is equipped with images and can be accessed by both Android and iOS users.

Figure 1. Appearance of the developed website

Figure 2. Website display in coded form

The research results are based on the results of validation by experts with a score. The validation instrument consists of material aspects and also ease of use, the assessment score range uses a Likert scale of 1-4, and the results of the validation carried out regarding the content on the website get a score of 3. 86 means that in terms of material on the website it is suitable for AUD and from the aspect of convenience it gets a score of 3.9 which means very good and easy to use. The research results were based on results from users or from 30 PAUD

teachers from 30 PAUD institutions in Indonesia. The score obtained was that learning was in accordance with children's theories, 36.4% answered good and 63.6% very good.

Technological developments can also be used to reach children's interests so that they can preserve traditional games (Munandar, 2023). The media used displays a design that suits the children's character so that it can attract children's interest in knowing about traditional games, as well as making information media that is fun and easy to understand which is implemented on a digital platform (D. Mahendra and ATP Setiawansyah, 2022)I. Fauzan, S. Sintaro, 2022).

The world of children, especially early childhood, is play because playing is a very enjoyable activity. In playing, early childhood children (AUD) can also learn to develop their knowledge. Playing is an activity carried out by children with or without using tools that produces understanding or provides information, gives children pleasure, or develops children's imagination. Apart from that, playing can also encourage children to improve their character (Panca et al., 2022).

Early childhood in their development stage as sensory explorers are always active in playing by exploring their senses (Montessori, 2008). Traditional games exist in harmony with children's growth and development. Traditional games are games that are easy, can be played at any time, are fun, and can enhance children's growth and development (Suhra et al., 2020). This is why children from an early age have been conditioned by parents at home and teachers at school to always be actively involved in these play activities (Munawaroh, 2017). It is not surprising that traditional games are always used as a vehicle for children's learning, both at home and at school. Because traditional games are born and live from a particular social and cultural entity, the traditional games in each region, although many of the substances are the same, are definitely different in every style, characteristic, and playing activity.

Playing can help children collaborate actively with other people and increase children's vocabulary when interacting (Nur & Asdana, 2020). One alternative solution that can make children interact with other people or their peers is through traditional games. Traditional games can stimulate aspects of early childhood development (Nur & Asdana, 2020).

Traditional games are all forms of games that have existed since ancient times and have been passed down from generation to generation (Nur & Asdana, 2020). Traditional games are cultural products that contain great benefits as community capital in maintaining cultural existence and identity among diverse communities (Nur & Asdana, 2020). Traditional games are games similar to sports that provide fun, relaxation, excitement and calm (Widihastutik et al., 2023). Traditional games have cultural values, including: children can practice being independent, being brave, being responsible, being honest, being cooperative, helping each other, looking after each other, defending each other, having a democratic spirit, being obedient, being careful in thinking and acting, not being a crybaby (Tjahjaningsih, E., RS, DHUN, Radyanto, MR, & Cahyan, 2022).

One of the games on the website is the Gobag Sodor game. The Gobag Sodor game is a traditional game that has benefits including improving social relationships with peers, training physical skills, fostering creativity, as a means to entertain oneself, train dexterity, and shape personality (Khisbiyah, Y., Lestari, S., Purwanto, A., & Hidayat, 2021;Ruswan, A., & Nikawanti, 2018). Furthermore, this game contains character values, including honesty, tenacity, respect, thoroughness, hard work and other values. The game is played in groups, causing a sense of democracy between playing friends and the gaming equipment used is also relatively simple (Alvi, RR, Jais, M., Ayub, D., Fitrilinda, D., 2021). After playing the traditional game Gobak Sodor, children can improve social emotional skills, namely children help each other, children want to share with their friends, and children want to lend their possessions, such as toys, to their friends (Desi et al., 2021). Apart from being able to develop children's motor skills, the Gobak Sodor game can also develop children's social skills. The motor skills contained in the Gobak Sodor game consist of; gross and fine movement training, improving the ability to manage, control body movements and coordination, while children's social skills

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in the Gobak Sodor game consist of cooperation, empathy, discipline, rules and sequence of carrying out an activity. Thus, if this game is implemented, it is hoped that it can increase children's physical and social potential (Desi et al., 2021). The traditional game activity Gobag Sodor is one of the learning process activities for children to know more about traditional games and give children new experiences, so that children will be able to know more about traditional games (Saputri et al., 2021).

Indonesia has unique diversity and contains character values, one of which is traditional games. The innovation that prospective educators can make is to create traditional games that can be applied to the learning process to make it more meaningful and fun(Arga, HSP, Nurfurqon, FF, & Nurani, 2020;Aqobah, Q.J., Ali, M., Decheline, G., & Raharja, 2020b;Kamid, K., Rohati, R., Hobri, H., Triani, E., Rohana, S., & Pratama, 2020). Almost all regions in Indonesia have their own unique traditional games. Traditional games can thus be considered as activities that developed from Ahmad Gul, 2023). Traditional games have noble moral messages and the customs of certain communities (Jabar, A., Gazali, RY, Ningrum, AA, Atsnan, MF, & Prahmana, 2022;Bilal Ahmad Gul, 2023). The game has values of togetherness, honesty, responsibility, a calm attitude when you lose, encouragement to achieve and obey the rules(Aulia, 2018). Traditional games can stimulate various aspects of children's development including: motoric, social, cognitive, emotional, language, spiritual, moral and ecological aspects (Anggreni, MA, Mulyono, M., & Fauriyah, 2022).

Conclusion

The website which was developed based on validation results from experts regarding the content on the website received a score of 3.86, which means that based on the material on the website, it is suitable for AUD and from the aspect of ease, it got a score of 3.9, which means very good and easy to use. Meanwhile, the research results were based on results from users or from 30 PAUD teachers from 30 PAUD institutions in Indonesia. The score obtained was that learning was in accordance with children's theories, 36.4% answered good and 63.6% very good.

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